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ABSTRACT

There is little literature comparing personality differences between traditional (under age 25) and reentry women students (aged 25 and older). The purpose of the present study is to examine these differences. A background questionnaire and five additional scales: (1) the Work and Family Orientation Questionnaire (WOFO-3); (2) the Multidimensional-Multiattributional Causality Scale (MMCS); (3) the Attitude Toward Women Scale (AWS); (4) the Personality Research Form (PRF) ANDRO; and (5) the Rathus Assertiveness Schedule (RAS), were used for data collection. Additionally, these personality variables were used as predictors of achievement motivation in each group. Data were gathered from a sample of 50 reentry and 50 traditional aged women undergraduate students. Reentry women students were found to have a higher degree of assertiveness, be more liberal in feminist attitude, be less external in locus of control, less competitive, and less concerned with the negative reactions of others. A multiple regression analysis indicated that the selective personality variables were predictive for the Mastery Orientation scale of the WOFO for both groups. In addition, the variables were predictors for the Personal Unconcern scale of the WOFO for traditional students. (Author/BL)

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Effects of Personality Correlates on Achievement Motivation in Traditional and Reentry College Women

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Abstract

There is little literature comparing personality differences between traditional age (under 25) and reentry women students (age 25 and older). The purpose of the present study is to examine these differences. A background questionnaire and 5 attitudinal scales: 1) the Work and Family Orientation Questionnaire (WOFO-3), 2) the Multidimensional-Multiattributional Causality Scale (MMCS), 3) the Attitude Toward Women Scale (AWS), 4, the PRF ANDRO, and 5) the Rathus Assertiveness Schedule (RAS) were used for data collection. Additionally, these personality variables were used as predictors of achievement motivation in each group. Data was gathered from a sample of 50 reentry and 50 traditional age women undergraduate students. Reentry women students were found to have a higher degree of assertiveness, be more liberal in feminist attitude, be less external in locus of control, less competitive, and less concerned about the negative reactions of others. A multiple regression analysis indicated that the selective personality variables were predictive for the Mastery Orientation scale of the WOFO for both groups (F (10,39) = 3.26, $p < .05$ for reentry students, and F(10,39) = 4.16, $p < .05$ for traditional students). In addition, the variables were predictors for the Personal Unconcern scale of the WOFO for traditional students (F (10,39) = 2.79, $p < .05$).

Effects of Personality Correlates on Achievement Motivation in Traditional and Reentry College Women

The achievement motivation construct has attracted many researchers. Achievement motivation is defined as "striving to do well, desiring to fully utilize one's capabilities to succeed and to be judged by oneself and others on this success" (Fineman, 1977, p. 2). Because of the attractiveness of an achievement motivation construct, many instruments have been devised and much research has been reported, primarily on males.

The available literature on achievement motivation in females is both sparse and inconsistant (Alper, 1973), and describes motivation in relation to personality variables such as locus of control (Duke & Norwicki, 1972; Minnigerode, 1976; Stake, 1979; Wolk & Ducette), sextypedness (Bedeian & Hyder, 1977; Gonzalez & Williams, 1981), feminist attitudes (Borges & Laning, 1979; Minnigerode, 1976), and assertiveness (Borges & Laning, 1979). Although studies are availiable comparing males and females on these personality variables, little research could be found that directly measured the relationship of these variables by comparing traditional age female students (under 25 years of age) and reentry female students (over 25 years of age).

Although there is little research which has investigated the relationship between achievement motivation and traditional versus reentry students, some inferences can be drawn from research on similar variables such as academic achievement. Older students have

consistently been found to have higher academic achievement than traditional students. According to these studies, reentry women students are steady in attendance, often highly intelligent, responsive, thoughtful, and have more consistent motivation than other students (Bicknell, 1975; Ferguson, 1966; Rice, 1975; Simpkins, 1980; Young, 1977). Reentry women were also cited as scoring higher on the achievement via independence scale of the California Personality Inventory (CPI) than traditional age students (Marple, 1976).

Another personality variable, internal locus of control, has consistently been found to be positively related to achievement motivation (Bedeian & Hyder, 1977; Borges & Laning, 1979). Internal locus of control refers to the belief that reward is the result of each person's own action. In contrast, external control refers to the expectation of reward as a result of luck, fate, or the influence of powerful others (Penk, 1969). Internal control has been found to increase with age (Duke, Shaheen, & Norwicki, 1974; Strickland, 1977). For example, a study at the University of Maine found that college age students were less internal than all older age groups, and some studies suggest that young college students have become more external over the last two decades (Ryckman & Malikiosi, 1975; Strickland, 1977).

The literature on locus of control for women is inconsistent. Duke & Norwicki (1974) found traditional age female student high achievers to be external in control, but theorized that this may be a more culturally approved role for females. In contrast, Wolk &

Ducette (1973) suggest that "achievement-related behaviors. in achievement motivated subjects, is elicited only when these subjects possess an internal orientation" (p. 67).

Sextypedness has also been found to be correlated with locus of control and achievement. Previous studies have reported that sex-role stereotyped individuals are more external (Minnigerode, 1976), and women who were non-traditional in sex-role had a higher need for achievement (Thurber, 1976). Bedeian and Hyder (1977) confirm both of these findings.

The available literature found reentry students more likely to score high on androgyny than on other sex-role categories (Johnson, 1982; Maslin, 1978), and traditional age students more likely to score high on the feminine scale (Berzins, Wetter, & Welling, 1981). A theoretical definition of androgyny would embody the best traits of both sexes. Androgyny has been found to be associated with more effective behaviors (both masculine and feminine) salient to the situation (Bem, 1975; Kelly & Worell, 1976), and higher social competence (Berzins & Wetter, 1979). It has been theorized that higher levels of social competence may be required to effectively integrate the demands of school or career, and those of a family (Maslin, 1978).

Another personality variable that has been found to correlate with achievement motivation is attitude toward women, or feminism. Peplau (1976) suggested that high feminist attitudes in women were positively correlated with achievement motivation under competitive conditions. In addition, Zukerman (1981) cited high scores on the

Attitudes Toward Women Scale (Spence, Helmreich, & Stapp, 1973) as strongly correlated with higher educational goals and expected career commitment, and marginally correlated with non-traditional career goals. This is consistant with reports by Arnott (1972) suggesting that moderates in feminism were more ambiguous about their roles, and (1973) that liberals were more career minded, saw education as an avenue to obtain their goals, and were more likely than conservatives to have definite future plans. In addition, profeminist attitudes have been found to be significantly correlated with internal locus of control and high scores on masculinity (Minnigerode, 1976).

However, there has been a great deal of diversity in studies comparing feminism and age. For example, Lott (1973) found older students to be more favorable toward feminism than younger students; in contrast, Venkatesh (1980) cited high feminism to be age specific with younger women scoring the highest. On the other hand, Maslin (1978) reported no significant difference between age groups.

The research which investigated the relationship between assertiveness and achievement motivation by directly measuring the two variables is scant; however, some inferences can be drawn from research on similar variables. Definition of assertiveness seem to vary (i.e. social boldness (Rathus, 1973), direct and open communication (Averett & McManis, 1977)), but all scales seem to correlate negatively with anxiety (Burkhart, Green, & Harrison, 1979; Tanck & Robbins, 1979). Raynor (1970) reported that students low in test anxiety and high in achievement motivation were academically successful in courses related to their future goals. Tanck and Robbins

(1979) reported that students scoring high on assertiveness were more apt to analyze problems and take direct action. Past literature cites the reentry woman student as having a learning orientation that is problem centered, a broader theoretical perspective, and a more analytic problem solving capacity than the younger students (Kasworm, 1980).

During the last decade, there has been an increasing amount of research on the demographics, problems, and the counseling of the reentry woman student. However, no research could be found on achievement motivation of this group, and very little could be found comparing the personality functioning of reentry and traditional women students.

The primary purpose of the present study is to examine personality differences between reentry and traditional age female students in order to better understand the reentry students. The focus of the present study is 1) to examine whether the 2 groups differ on the locus of control variable, 2) to determine the level of autonomy of the two groups in the study, 3) to investigate the degree of sextypedness in these populations, 4) to assess the levels of assertiveness of the two groups, and in addition, 5) to use these personality variables as predictors of achievement motivation in the groupings.

The following hypotheses will be tested in the present study:

1. Internal control, a high masculine score (with or without a high feminine score), high feminism, and high assertiveness

will correlate significantly with and account for a large part of the variance in achievement motivation.

2. Reentry women students will score significantly higher on masculinity, feminism, assertiveness, and achievement motivation and will show more internal control than traditional students.

Method

Subjects

The sample for this study consisted of female students from Old Dominion University, and were divided into two equal groups. One group consisted of traditional age students (under age 25), and the second group consisted of reentry students (age 25 and older).

Procedure

A within-subject experimental design was employed, and all attitudinal scales were presented to all subjects, but in a random order to prevent serial effects. The students were told that the purpose of the study was to examine the personality differences in traditional and reentry women students.

Instrumentation

Data was gathered on 5 attitudinal scales and a personal background questionnaire. The sex instruments were: 1) a personal background questionnaire, 2) the Work and Family Orientation Questionnaire (WOFO-3), 3) the Multidimensional-Multiattributional Causality Scale (MMCS), 4) the Attitude Toward Women Scale (AWS),

5) the PRF ANDRO, and 6) the Rathus Assertiveness Schedule (RAS).

The background questionnaire consists of 8 demographic variables: age, length of current enrollment, G.P.A., class year, educational goals, race, employment, and enrollment status.

The Work and Family Orientation Questionnaire (WOFO-3) is a 23 item, 5-point Likert scale that assesses achievement motivation, plus 9 additional items on attitudes toward family and career. The WOFO-3 is a revision of two previous scales, and contains the original Work Orientation and Mastery categories. It contains two additional categories: Competitiveness, and Personal Unconcern, which deals with interpersonal relations influenced by achievement (i.e. fear of success). The WOFO-3 was tested on female college students for reliability (alpha - Work, .63; Mastery, .62; Competitiveness, .72; and Personal Unconcern, .50). Validity was tested by admininstering the scale to PhD psychologists, college athletes, and unselected college students. The groups scored significantly different on each scale (Helmreich & Spence, 1978).

The Multidimensional-Multiattributional Causality Scale (MMCS) is a goal-specific measure of locus of control. The MMCS is a 5-point Likert scale containing 48 items that measure achievement and affilitation locus of control. The items are balanced between success and failure experiences, and causal attributes, both internal and external, stable and instable. Test-retest after periods ranging from 1 week to 4 months range between .51 and .62 for achievement locus of control, and .50 to .70 for affiliation locus of con-

trol. The MMCS compared positively with the Rotter (1966) I-E scale with r's ranging from .23 to .62 with the achievement scale, and .30 to .55 with the affiliation scale (Lefcourt, Baeyer, Ware, & Cox, 1979).

The PRF ANDRO is a T-F instrument comprised of 56 items drawn from the item pool of the Personality Research Form (Jackson, 1967) The PRF ANDRO contains two subscales: Masculinity (MASCUL, 29 items), and Femininity (FEMIN, 27 items) plus a 20 item SELF-ESTEEM scale, 5 items from the PRF Infrequency Scale, and 4 fillers. The MASCUL construct is held to predict a dominant-instrumental content, and the FEMIN construct refers to a nurturant-expressive content. The MASCUL and FEMIN scales correlate moderately with the Bem Sex-Role Inventory (BSRI)(Bem, 1974), and the Personal Attributes Questionnaire (PAQ)(Spence, Helmreich, & Stapp, 1975). Test-retest after 2 to 4 weeks yielded r's = .89 for MASCUL, ,86 for FEMIN, and .84 for the SE scale (Berzins, Wetter, & Welling, 1981).

The Attitude Toward Women Scale (AWS) is a shortened 15 item version of the original Attitude to Women Scale. The AWS reflects the degree to which individuals hold liberal, moderate, or conservative views about the rights, roles, and privileges of women. This short version has a high correlation with the original AWS (r = .91). The shortened AWS was tested on college students for reliability (alpha = .89) (Spence, Helmreich, & Stapp, 1973).

The Rathus Assertiveness Schedule (RAS) is a 30 item measure of assertiveness or social boldness. Subjects rate their agree-

ment or disagreement on a 6-point Likert scale ranging from -3 to 3 (with no midpoint). The RAS correlates positively with the College Self-Expression Scale (CES) and yielded an r = .68. The items on the RAS showed high reliability when measured by test-retest after 8 weeks (r = .78) (Rathus, 1973).

Results

Personal background questionnaire. Frequencies of responses on the personal background questionnaire are shown in Table 1. As

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Insert Table 1 about here

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indicated by previous studies (e.g. Astin, 1976; Kahnweiler & Johnson, 1980), the majority of the reentry students were white (94%) and the largest number in their 30's (46%). This is in contrast to the 1982 study at Old Dominion University (Johnson, 1982) which found the largest number of respondents to be in the 25 to 30 year old age grouping. The majority of the traditional age students also were white (80%), and the largest percentage were under age 20 (68%).

Reentry women were found to be more successful academically with 24% citing a GPA of 3.5 or better on a 4.0 scale as compar with 4% of traditional age students reporting a comparable GPA. These findings support the findings of Stephen and Wheeler (1970) who reported reentry women to be more successful academically than

traditional age students.

Both traditional and reentry women students reported high educational goals. The majority of traditional age students reported a desire for a masters degree (42%) or a doctorate (24%). Similarly, 44% of the reentry women students sought a masters degree and 22% desired a doctorate. However, it should be noted that 14% of the responding reentry women students were not working toward a degree, compared to only 2% of the traditional age women students.

Multidimensional-Multiattributional Causality Scale. Distributions of the scores on the Multidimensional-Multiattributional Causality Scale (MMCS) are shown in Table 2. The MMCS was scored

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Insert Table 2 about here

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using separate measurements of internality and externality under the goal-specific areas of achievement and affiliation. Traditional age students scored significantly higher on the external scales for both achievement (t = 4.04, $p < .05$) and affiliation (t = 2.29, $p < .05$) than did the reentry women students. However, differences between the internal scores for the two groups were not significant.

These areas were further broken down into the subscales of ability and effort (internal locus of control) and context and luck (external locus of control). The traditional age students made more

attributions on the achievement scale to ability, while reentry students were more apt to attribute achievement outcome to effort; these differences were not significant. However, traditional age students scored significantly higher on context (t = 3.42, $p < .05$) and luck (t = 3.46, $p < .05$) than the reentry students. There were no significant differences on the affiliation subscales except luck; traditional age students attributed significantly higher outcome to luck than did reentry students (t = 2.0, $p < .05$).

These findings would be consistent with Ryckman and Malikiosi's (1975) study that cited college age students as more external than all other age groups. In addition, Borges and Lanning (1970) reported that college age students are becoming more external than in the past.

PRF ANDRO. Means and standard deviations for scores on the masculine, feminine, and self-esteem scales of the PRF ANDRO can be found in Table 3. The PRF ANDRO was scored by using the Spence and

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Insert Table 3 about here

Helmreich multidimensional method. A masculine sextype is defined as having a masculine score of 16 or above and a feminine score of 17 or below, while a feminine sextype indicates a feminine score of 17 or more and a masculine score below 16. Androgyny is defined as high scores (16, masculine; 17, feminine) on both scales, and inde-

terminate indicates that both scores fall below these levels. Frequency scores for both categories can be found in Table 4.

Insert Table 4 about here

The largest percent of the traditional (38%) and reentry students (32%) scored highest on the feminine scale; however, the traditional students scored significantly higher (t = 2.38, $p < .05$). A greater percentage of reentry students (28%) scored higher on the masculine scale than did the traditional students (18%), but more traditional students were classified as androgynous (36%). The mean differences on the masculine and self-esteem scales were non-significant between the groups.

The scores on this study were consistant with previous studies which used the PRF ANDRO (i.e. Berzins, Wetter, & Welling, 1981), and found women in all age groups to score higher on the feminine scale, but in contrast to previous studies using the Bem Sex Role Inventory which found a larger percentage of reentry women students to score higher on the masculine scale or be classified as androgynous (Maslin, 1978; Johnson, 1982).

Attitudes Toward Women Scale. Out of a possible high score of 60 on the Attitudes Toward Women Scale (AWS), the mean item score for the traditional age women students was 45.70 (SD = 6.39); reentry women students were found to be significantly more liberal

with a mean item score of 50.12 (SD = 6.83) (t = 3.34, $p < .05$).

These findings are in contrast with a study by Venkatesh (1980) who reported groupings to be age-specific with the youngest women as more liberal. However, this study supports previous studies that found reentry women to be high in feminism (Johnson, 1982), and female college age students as being more conservative than in the past (Helmreich, Spence, & Gibson, 1982).

Rathus Assertiveness Schedule. The scores on the Rathus Assertiveness Schedule varied from a range of -42 to + 36 for traditional age students to a range of -35 to +67 for reentry students. Means and standard deviations were computed for each group, and the reentry students (M = 13.52, SD = 25.52) were found to be significantly more assertive (t = 2.02, $p < .05$) than the traditional age students (M = 4.12, SD = 20.79).

The Work and Family Orientation Questionnaire. Means and standard deviations for the Work and Family Orientation Questionnaire (WOFO) can be found in Table 5. Reentry women students were found

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Insert Table 5 about here

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to score higher than traditional age female students on the Mastery and Work Orientation scales, but the differences were non-significant. The reentry women scored significantly higher on Personal Unconcern

(t = 2.52, $p < .05$), whereas the traditional age students scored significantly higher on Competitiveness (t = 3.78, $p < .05$).

The results of the present study are similar to results in a study by Helmreich and Spence (1978) which compared women scientists and female college students. The scientists were cited as scoring significantly higher on Mastery and Work, non-significantly higher on Personal Unconcern, and significantly lower than the college age students on Competitiveness.

Frequency scores for the nine items on attitude toward family and career on part II of the WOFO are presented in Table 6. A great-

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Insert Table 6 about here

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er percentage of both traditional and reentry students indicated a desire for good jobs for both themselves and their spouses, considered marriage relatively more important than a job, and considered the ideal family to have two children. Both groups also indicated that the least amount of education they would be satisfied with would be a college education.

Regression Analysis. In addition to comparing the two groups on personality variables and achievement motivation scales, a regression analysis was performed on each age group to determine the predictability of achievement motivation from age, internal and external locus of control (achievement and affiliation), feminism, masculinity,

femininity, self-esteem, and assertiveness. For the reentry women students, the correlation of the personality variables was significant for the Mastery Orientation scale ($F(10,39) = 3.26$, $p < .05$). There was a significant positive relationship ($R = .67$, $p < .05$), with the most significant increment being masculine sextype (Beta = .52).

Predictor variables for traditional age students also showed a significant relationship with the Mastery scale and yielded an $F(10,30) = 4.16$, $p < .05$). The index of the relationship was ($R = .72$, $p < .05$), and masculine sextype was the strongest predictor (Beta =.48).

These findings support normative studies by Helmreich and Spence (1978) who reported that the Mastery scale correlated significantly with masculine sextype as measured on the Personal Attitudes Questionnaire (PAQ).

Additionally, predictor variables correlated significantly for traditional age students on the Personal Unconcern scale and yielded an $F(10,39) = 2.79$, $p < .05$). The strongest predictor for this scale was assertiveness (Beta = .39).

The remaining achievement motivation variables yielded non-significant results indicating that these achievement motivation components were not predicted by the personality variables for these samples.

Although the personality variables as a group were not strongly predictive, there were moderate to strong intercorrelations among certain personality variables, and between specific variables and

the dependent measures. Intercorrelations of the achievement motivation scales with the predictor variables can be found in Table 7 for reentry women and in Table 8 for traditional age female students.

Insert Tables 7 & 8 about here

For traditional age students, there was a significant relationship between internal locus of control (affiliation) and externality on the same scale (r = .45, $p < .05$), and both internality and externality on the achievement scale (r= .45, r = .39, respectively, $p < .05$). In addition, the two external scales correlated significantly (r = .40, $p < .05$).

While these relationships would be impossible on most I-E scales which are structured on a unidimensional bipolar continuum, the MMCS examines each variable as a separate construct. According to Lefcourt, et al, (1979), "it is possible that persons can endorse both internal and external control items revealing acceptance of varied influences upon their behavior" (p. 302).

For reentry students, only the two external scales (achievement and affiliation) showed a significant relationship (r = .57, $p < .05$).

Although several studies cited high scores on I-E(externality) to be positively related to sexrole stereotype (e.g. Bedeian & Hyder, 1977; Gonzalez & Williams, 1981; Minnigerode, 1976), the relatively low positive relationships between externality on the two MMCS

scales and femininity for reentry and traditional students suggests that this common variance is rather limited in these samples.

The personality variable that most often correlated with other variables was masculine sextype. For traditional age students, it showed a low positive correlation with Competitiveness (r = .37, $p < .05$) and a negative correlation with age (r = -.31, $p < .05$). For reentry students, masculinity showed a low to moderate positive correlation with Competitiveness (r = .33, $p < .05$), feminism (r = .42, $p < .05$), self-esteem (r = .48, $p < .05$), and assertiveness (r = .57, $p < .05$). This is consistant with previous studies that cited high masculine scores as associated with competitiveness (Helmreich & Spence, 1978), profeminism (Minnigerode, 1976), and high self-esteem (Adams & Scherer, 1982).

Discussion

The data in the present study comparing reentry women students and traditional students yielded mixed results. Although the predictor variables correlated significantly with the Mastery scale, the reentry women students did not score significantly higher on this scale than did the traditional age women students. A possible confound on this measurement was the 14% of reentry women who were not working toward a degree. The mean for this group was approximately 5 points lower than for the reentry group as a whole. Removal of the data from this group of reentry women would have produced a significant difference between the reentry and traditional age students. This is consistant with normative data by Helmreich and Spence (1978)

which compared the educational aspirations of their subjects with the achievement motivation scales. A direct positive relationship was reported between the Mastery scale and educational aspirations.

The most significant differences between the two groups of students were the higher degree of assertiveness and the more liberal feminist attitude for the reertry students. While much of this may be attributed to age, maturity, and experience, these findings may also indicate the influence of the Women's Movement on a generation of women. Since the largest percentage of reentry women in this study were in their 30's, they would have been at a responsive age during the peak of the Women's Movement in the early 70's. Astin (1976) in an early study of reentry women, cited the increased awareness brought about by the Women's Movement as an agent of change in women.

Reentry women students were also significantly less external than the traditional age women students on both the achievement and affiliation locus of control scales. This supports previous research which cites internality to increase with age and college age students to be the most external of any age group (Ryckman & Malikiosi, 1975). Sanger and Alker (1972) suggest this is because students are increasingly viewing outside influences such as social and political institutions as having control over their lives.

Failure to find a significantly higher masculine sextype in reentry women (cf Johnson, 1982; Maslin, 1978) can potentially be attributed to several masculine keyed questions with apparent sex-

age bias in the PRF ANDRO scale. Questions like "surfboard riding would be too dangerous for me" do not seem to be appropriate instrumental keyed questions for this population. Since the mean for reentry women was less than one point below the high masculine score, theoretically these questions would have made a significant difference in the masculine scores.

The significantly less competitive responses of the reentry students on the WOFO corresponds closely with the research of Helmreich and Spence (1978). In their studies of the relationship between achievement motives and actual achievement behavior, high GPA's were found to correlate positively with mastery and work and negatively with competitiveness.

Finally, reentry students scored significantly higher on Personal Unconcern indicating a lack of concern with the negative reactions of others. The fact that this effect probably stems from a lowered concern with peer opinion as one moves away from adolescence would be supported by the negative correlation between the external affiliation score and the Personal Unconcern score for traditional age students.

Care must be taken in generalizing the results of this study to other populations. Since in many cases self-report is not a predictor of actual behavior, futher study is needed to validate the findings of this study. In addition, it must be noted that the samples used in this study were self-selected and may not be representative of the population.

Further and more sophisticated research needs to be done on the personalities of reentry students and the personality differences between younger and older students. This information would be valuable to admissions officers, administraters of programs in higher education, and counselors. It would reveal reentry women to be a valuable asset to institutions of higher learning, and the knowledge can facilitate their recruitment and retainment.

Finally, further research is needed on the future of reentry women when their education is completed. Research on employment opportunities and job satisfaction for the post-degree woman would be of great value in career counseling of reentry women in college.

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Table 1

Frequency Distributions of Demographic Characteristics

Variable	Traditional (N = 50)		Reentry (N = 50)	
	N	%	N	%
Age				
Under 20	34	68		
20 - 24	16	32		
25 - 29			20	40
30 - 39			23	46
40 and over			7	14
Race				
Asian	0		2	6
Black	10	20	1	2
White	40	80	47	94
Class Year				
Freshman	20	40	17	34
Sophomore	23	46	14	28
Junior	4	8	10	20
Senior	3	6	9	18
Grade Point Average				
Below 2.0	2	4	1	2
2.0 - 2.49	7	14	5	10
2.5 - 2.99	19	38	15	30
3.0 - 3.49	19	38	16	32
3.5 and over	2	4	12	24
No response	1	2	1	2
Current Enrollment at OLU				
Less than one year	25	50	26	52
One to two years	22	44	16	32
Two to three years	1	2	4	8
Over three years	2	4	4	8

Table 1--Continued

Variable	Traditional N	Traditional %	Reentry N	Reentry %
Highest Educational Goal				
Less than a Bachelors	1	2	7	14
Bachelors Degree	16	32	10	20
Masters Degree	21	42	22	44
Doctorate	12	24	11	22
Employment Status				
Not employed	28	56	24	48
Volunteer	0		5	10
Part time	21	42	15	30
Full time	1	2	6	12
Enrollment Status				
Part time	1	2	21	42
Full time	49	98	29	58

Table 2

Means and Standard Deviations for the MMCS Affiliation and Achievement Scales

Variable	Traditional M	Traditional SD	Reentry M	Reentry SD
I. Achievement				
Ability	13.50	4.43	12.84	4.11
Effort	16.90	2.94	17.74	3.86
Context	12.04[a]	3.93	9.08[a]	4.70
Luck	9.80[b]	5.05	6.50[b]	4.48
Internal	30.04	6.02	30.58	5.83
External	21.84[c]	8.04	15.60[c]	7.40
II. Affiliation				
Ability	10.74	3.69	10.68	4.53
Effort	13.14	3.89	14.06	3.87
Context	12.66	3.44	11.20	4.22
Luck	8.76[d]	5.01	6.94[d]	4.08
Internal	23.88	6.11	24.74	6.81
External	21.42[e]	7.44	18.14[e]	6.89

[a] $t = 3.42$, $p < .05$
[b] $t = 3.46$, $p < .05$
[c] $t = 4.04$, $p < .05$
[d] $t = 2.00$, $p < .05$
[e] $t = 2.29$, $p < .05$

Table 3

Masculinity, Femininity, and Self-Esteem as Measured on the PRF ANDRO

Variables	Traditional		Reentry	
	M	SD	M	SD
Masculine Scale	15.64	5.38	15.16	5.34
Feminine Scale	18.26[a]	2.79	16.68[a]	3.78
Self-Esteem Scale	14.04	4.24	15.38	4.16

[a] $t = 2.38$, $p < .05$

Table 4

Frequency Table with Percentages for PRF ANDRO

Variables	Traditional		Reentry	
	N	%	N	%
Masculine	9	18	14	28
Feminine	19	38	16	32
Androgynous	18	36	13	26
Indeterminate	4	8	7	14

Table 5

Achievement Motivation as Measured on the WOFO

Variable	Traditional		Reentry	
	M	SD	M	SD
Mastery	17.20	4.74	19.04	5.03
Work	20.78	3.30	21.10	3.80
Competitiveness	13.30[a]	3.07	10.52[a]	4.20
Personal Unconcern	10.50[b]	3.19	11.92[b]	2.40

[a] $t = 3.78$, $p < .05$

[b] $t = 2.52$, $p < .05$

Table 6

Item Statistics for WOFO, Part II
in Percentages

Item		Agree Strongly	Agree Slightly	Neither Agree nor Disagree	Disagree Slightly	Disagree Strongly
24. Promotion & Advancement importance	T	56	34	8	2	0
	R	48	14	24	10	4
25. Want spouse to have job that pays well	T	64	24	10	2	0
	R	56	16	22	4	2
26. Want job that pays well	T	44	32	20	2	2
	R	32	30	24	12	2
27. Want spouse to have job with prestige	T	32	26	32	8	2
	R	30	22	28	20	0
28. Want job with prestige and recognition	T	34	26	30	6	4
	R	32	26	14	22	6
29. Wouldn't mind spouse has better paying job	T	68	18	0	4	10
	R	80	8	0	4	8
30. Least amount of education to satisfy		HS	Voca.	Some Col.	Col. Deg.	PG
	T	2	4	4	62	28
	R	0	8	16	58	18
31. Impt. of marriage vs job		Most imp	More imp	Eq imp	Less im	Unimp
	T	20	48	22	8	2
	R	14	42	30	8	6
32. Number of children desired		0	1	2	3	4 or more
	T	2	6	44	32	16
	R	8	16	34	18	24

Table 7

Intercorrelation Matrix

Mastery, Work, Competitiveness, and Personal Unconcern with Selected Variables

Variables	Reentry Students (N = 50)											
MST	___											
WRK	.47*											
CPT	.41*	.15										
PU	.20	.33*	.04									
AGE	-.17	.14	-.06	.09								
ACI	.14	.26	.18	.29	-.20							
ACE	-.26	-.24	-.16	-.15	-.20	-.09						
AFI	.12	.06	.14	.09	.04	.23	.11					
AFE	.07	-.02	.07	.08	-.16	.16	.57*	.23				
AWS	.43*	.10	.19	.08	-.04	.18	-.27	-.05	-.03			
M	.53*	.07	.32*	-.15	-.08	-.06	-.14	.09	-.11	.42*		
F	-.07	-.02	-.14	-.04	-.11	-.02	.13	.06	.02	-.06	-.27	
SE	.25	-.04	.05	.11	-.10	.02	-.22	-.03	-.21	.16	.48*	-.13
RAS	.24	-.13	.15	.00	-.12	-.12	-.13	.15	-.16	.18	.57*	-.12	.47*

ACI - achievement internal scale
ACE - achievement external scale
AFI - affiliation internal scale
AFE - affiliation external scale
AWS - attitude toward women scale
M - masculine scale
F - feminine scale
SE- self-esteem scale
RAS - Rathus assertiveness scale

*$p < .05$

Table 8

Intercorrelation Matrix

Mastery, Work Competitiveness, and Personal Unconcern with Selected Variables

Variables	Traditional Students (N = 50)											
MST	____											
WRK	.39*											
CPT	.25	.38*										
PU	-.14	.23	-.03									
AGE	-.18	-.17	.05	.10								
ACI	.16	.21	.16	-.25	-.02							
ACE	.00	.11	.06	-.13	.07	.17						
AFI	.26	.11	.17	-.20	.22	.45*	.39*					
AFE	-.17	-.19	.11	-.37*	.12	.27	.40*	.52*				
AWS	.01	.21	.35*	.14	.05	.09	.11	.04	.03			
M	.58*	.20	.37*	-.05	-.31*	.10	.07	.22	-.02	.25		
F	.18	.01	-.07	-.25	.09	.11	.18	.00	-.05	-.10	-.02	
SE	.32*	.39*	.17	.32*	-.05	.06	-.04	-.10	-.46*	-.12	.26	.04
RAS	.28	.20	.33*	.43*	.21	.17	-.30*	-.01	-.30*	.21	.16	.06	.45*

ACI - achievement internal scale
ACE - achievement external scale
AFI - affiliation internal scale
AFE - affiliation external scale
AWS - attitude toward women scale
M - masculine scale
F - feminine scale
SE - self-esteem scale
RAS - Rathus assertiveness scale

*$p < .05$